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Superintendent Cole of Seattle, in which he discusses in a direct and personal manner a number of factors of successful school administration.

The book is written primarily for those who are just entering the teaching profession, but it affords profitable and delightful reading for anyone engaged in educational work. The author has related a number of his own personal experiences to illustrate some of the problems which will successively confront the new school worker.

The first chapter gives a description of the manner in which the author drifted into school work. Many readers will recognize a familiar feeling as the frank account proceeds. The large influence of seemingly trivial incidents is clearly illustrated, not only in this chapter but in all of the chapters which follow.

In a series of nine chapters Mr. Cole discusses in the same personal, direct manner the following topics: "Entering the Teaching Profession," "Getting a Position," "Before School Opens—After Getting the First Superintendency," "Teachers' Meetings," "Meeting with the School Board," "School Activities," "The Janitor—His Relation to the School," "How the Principal Can Help the Teacher," and "The School and the Community."

The following paragraph is typical of the style of treatment:

The first board meeting meant much to me, for I was desirous of having the members feel that the success of the school depended very largely upon having the administrative head take an active part in the deliberations. I was present promptly at eight o'clock, the time set for the meeting, and the gentleman who had invited me explained to the other members how I happened to be present. Before the close of the meeting, the president of the board asked how I liked the place and how many I had found it necessary to "strap" the first day. I replied that I was well pleased with the school conditions, and that if there were no objection, I would like to read a short report that might be of some interest to the board. There was no objection and I read the report. At the conclusion of the reading, one member of the board said, "By Jimminy, I have been on this board for seven years and that is the first time I have ever heard a report like that. I move, Mr. Chairman, that we thank the superintendent for bringing in the report, that we file it with the secretary, and that we extend a standing invitation to him to attend all our meetings." The vote in favor of the motion was unanimous. I went home that evening feeling that I had been well repaid for the time spent in compiling the report [pp. 23-24].

These intimate descriptions reveal both the human side of school work and also some fundamental principles of administration.

Radio explained for the schoolboy.—The widespread interest in radio-telephony has produced a large demand for material which is simple enough to be used by upper-grade children and which is at the same time accurate and reliable. An excellent book¹ of this type has just been written by a member of the engineering staff of the Western Electric Company.

¹ JOHN MILLS, *Letters of a Radio-Engineer to His Son*. New York: Harcourt, Brace & Co., 1922. Pp. vi+266.

The content of the book is presented in the form of a series of letters directed to a boy, presumably of grammar-grade maturity. The author begins by explaining the simplest aspects of electrical phenomena as they are involved in radio and proceeds by a very well-graded series of letters to a description of the complete radio set and its operation.

The book has three merits which deserve particular mention. First, the style of the writing is fitted to the maturity of the intended reader. From the choice of similes and the vocabulary throughout, it is evident that the author knows boys. A second merit consists in the manner in which the reader is led to fundamental explanations. The book is not a rule-of-thumb manual for setting up a radio outfit. Rather, it carries the reader through a series of simple scientific explanations in a manner which is very satisfying from an educational standpoint. The third deserving element consists of a series of 136 carefully drawn figures which make the text material easier to follow.

The book will be useful as a supplement for an elementary science course or as a guide to pupils who are working on a radio project. It can be recommended without hesitation.

New revision of the Binet test.—In measuring intelligence it is generally conceded that an individual examination is more reliable and more desirable than a group test. The two chief difficulties in making individual examinations are the large amount of time required in giving the tests and the great amount of training needed before an examiner can accurately use the method. A recent revision¹ of the Binet test attempts partially to eliminate the first of these objections by using a different method of scoring and by reducing the total number of tests in the series to thirty-eight. The thirty-eight tests are arranged in five groups, each group containing exercises which range from easy to difficult. A system of point scores is used, by which partial credit may be given for the single tests as contrasted with the whole-or-none method of the Stanford Revision. The general directions for giving the test are the same as those which apply to the other forms of the Binet test, but the specific directions are considerably modified, as indicated in the following paragraphs:

Always begin with Test 1, follow at once with Tests 2, 3, and 4 in order, and then find the total score for these four (Group A). At the end of each group of tests are directions for the omission of certain tests in the additional material for the next group. These omissions are always governed by the score in Group A and include those tests in which the examinee is certain to make either a perfect score or a zero score. Full credit is given for the former and none for the latter. If a test which should be omitted is given, disregard the score and credit as if the directions had been followed. If a test which should have been given is omitted, go back and give it. If this is impossible, one recourse is to employ the estimate of mental age obtained from the longest completely given group. Each group includes all preceding groups. . . .

¹ JOHN P. HERRING, *Herring Revision of the Binet-Simon Tests*. Yonkers-on-Hudson, New York: World Book Co., 1922. Pp. 56.